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# GALLAUDET COLLEGE

FOR THE DEAF

1918 :: 1919



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# GALLAUDET COLLEGE

(FOR THE DEAF)

KENDALL GREEN

WASHINGTON, D. C.

1918-1919



FIFTY-FIFTH YEAR

GALLAUDET PRESS  
WASHINGTON

## CALENDAR FOR 1917-1918

*September 25, 1918, Wednesday.*—Registration of students.

*September 26, Thursday.*—Beginning of college year.

*September 27, 28, Friday and Saturday.*—Examinations for admission and re-examinations.

*November 28, 29, 30, December 1, Thursday, Friday, Saturday, Sunday.*—Thanksgiving vacation.

*December 10, Tuesday.*—Gallaudet Day.

*December 19, 20, 21, 23, Thursday, Friday, Saturday, Monday.*—Term examinations.

*December 24, 25, 26, 27, 28, 29, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.*—Christmas vacation.

*December 30, Monday.*—Beginning of second term.

*January 1, 1919, Wednesday.*—Holiday.

*February 22, Saturday.*—Holiday.

*March 18, 19, 20, 21, Tuesday, Wednesday, Thursday, Friday.*—Term examinations.

*April 17, 18, 19, 20, 21, Thursday, Friday, Saturday, Sunday, Monday.*—Spring vacation.

*May 7, Wednesday.*—Presentation Day.

*May 28, 29, 30, Wednesday, Thursday, Friday.*—Examinations for Admission.

*May 30, Friday.*—Holiday.

*June 12, 13, 16, 17, Thursday, Friday, Monday, Tuesday.*—Term examinations.

*June 18, Wednesday.*—Conferring of degrees and beginning of summer vacation.

*September 24, Wednesday.*—Registration of Students.

*September 25, Thursday.*—Beginning of college year.

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## CORPORATION

### PATRON

WOODROW WILSON, President of the United States.

### PRESIDENT

PERCIVAL HALL, M. A., LITT. D.

### SECRETARY

ULYSSES G. B. PIERCE, PH. D., D. D.

### TREASURER

GEORGE. X. McLANAHAN, Esq.<sup>1</sup>

### DIRECTORS

Hon. JOHN F. SHAFROTH, Senator from Colorado.

HON. JOHN E. RAKER, Member of Congress from California.

HON. S. G. PORTER, Member of Congress from Pennsylvania.  
Representing the Congress of the United States.

THEODORE W. NOYES, Esq., of the District of Columbia.

JOHN B. WIGHT, Esq., of New York.

CHARLES HERBERT STOCKTON, LL. D., of the District  
of Columbia.

MARTIN A. KNAPP, LL. D., of the District of Columbia.

DAVID JAYNE HILL, LL. D., of the District of Columbia.

The PRESIDENT, the SECRETARY, and the TREASURER  
of the corporation.

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<sup>1</sup> Died October 29, 1918.

## FACULTY AND OFFICERS OF GALLAUDET COLLEGE

PERCIVAL HALL, M. A., Litt. D.,  
President, and Professor of Applied Mathematics and Pedagogy.

EDWARD A. FAY, M. A., Ph. D., Sc. D., Litt. D.,  
Vice-President, and Professor of Languages.

J. BURTON HOTCHKISS, M. A., Litt. D.,  
Professor of English and Philosophy.

CHARLES R. ELY, M. A., Ph. D.,  
Professor of Natural Science, and Secretary of the Faculty.

HERBERT E. DAY, M. A.,  
Professor of English and Biology

ISAAC ALLISON, E. E.,  
Professor of Mathematics and Engineering.

ELIZABETH PEET, B. A.  
Professor of Latin and English.

HELEN NORTHROP, B. A.,  
Librarian and Instructor in Mathematics and Gymnastics.

VICTOR O. SKYBERG, M. A.,  
Assistant Professor of Latin and Natural Science.

FREDERICK H. HUGHES, M. A.  
Instructor in Mathematics and Physical Director.

HARLEY D. DRAKE, B. A., M. S.,  
Instructor in Agriculture.

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IRVING S. FUSFELD, M. A. <sup>1</sup>  
Instructor in English and History.

ARTHUR D. BRYANT, B. Ph.,  
Emeritus Instructor in Drawing.

CHARLOTTE E. WEISS,  
Instructor in Drawing and Applied Art and in Charge of College Women.

ALTAMONT M. ROGERS,  
Instructor in Printing

LOIS I. HERRINGTON,  
Registrar and Secretary to the President.

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<sup>1</sup> Granted leave of absence to enter the United States Army.

DEPARTMENT OF ARTICULATION AND  
NORMAL TRAINING

PERCIVAL HALL, M. A., LITT. D.,  
*In Charge.*

ANNIE E. JAMESON,  
SARAH H. PORTER, M. A.,  
MUSA MARBUT, M. A.,  
*Instructors.*

ASSISTANTS

*Normal Students.*—Ida Gaarder, Iowa State Teachers College, Iowa;  
Rose Woodward, Morganton High School, North Carolina.



# STUDENTS

1918-1919

## SENIOR CLASS

RUTH CORNELIA ATKINSc.....	Kansas
Kansas School for the Deaf	
SANFORD ROBEY BURNS.....	Illinois
Illinois School for the Deaf	
ARMAND STEPHEN COURREGEc.....	Louisiana
Louisiana School for the Deaf	
FRANK HENRY DOHRMANN.....	Kansas
Kansas School for the Deaf	
GERALD JOSEPH FERGUSONc.....	Kansas
Kansas School for the Deaf	
HARRY WROTH HETZLERc.....	Maryland
Maryland School for the Deaf	
MARIA MARGARETHA KALLENBACHc.....	Wisconsin
Wisconsin School for the Deaf	
MABEL MARGUERITE KAUC.....	Oregon
Oregon School for the Deaf	
THOMAS WATSON OSBORNE.....	Tennessee
Tennessee School for the Deaf	
CLAUDE VENABLE OZIER.....	Tennessee
Tennessee School for the Deaf	
FORREST RUNDEL PEARD.....	Illinois
Illinois School for the Deaf	
MAMIE LOUISE WALLACEc.....	Arkansas
Arkansas Institute for the Deaf	
LULA WATTSc.....	West Virginia
Kendall School	
JEANNETTE WOLVERTON .....	Kansas
Kansas School for the Deaf	

## JUNIOR CLASS

HARRY VERN BARNETTc.....	Colorado
Colorado School for the Deaf	
*HERBERT GEORGE BILLIGMEIER.....	North Dakota
North Dakota School for the Deaf	

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\*Died November 6, 1918.

GEORGE HENRY DAVIES.....	Pennsylvania
Pennsylvania Institution, Mt. Airy	
WENDELL HALEY.....	North Dakota
North Dakota School for the Deaf	
EUNICE DOROTHEA POST.....	Minnesota
Minnesota School for the Deaf	
EMILY ELLEN STERCK.....	Pennsylvania
Pennsylvania Institution, Mt. Airy	
KELLY HAYGOOD STEVENS.....	Texas
Texas School for the Deaf	
WALTER PITTMAN VALIANT.....	California
California School for the Deaf	
GEORGE HALL WHITWORTH.....	California
California School for the Deaf	
POWELL JONES WILSON.....	Colorado
Colorado School for the Deaf	

## SOPHOMORE CLASS

SOPHIE NICHOLSON BOATWRIGHTc.....	South Carolina
Kendall School	
JOSEPH WILLIAM BOUCHARDe.....	Connecticut
American School for the Deaf	
BLUME COHENc.....	Massachusetts
American School for the Deaf	
CHARLES R. DOBBINS.....	New Jersey
Kendall School	
DORIS EMMA FRANCISC.....	North Dakota
North Dakota School for the Deaf	
ROBERT HENRY FREWING.....	Colorado
Colorado School for the Deaf	
OSCAR DELFIELD GUIRE, Jr.....	California
California School for the Deaf	
EDWARD WESLEY HARMONc.....	Pennsylvania
Western Pennsylvania Inst. for the Deaf	
CLYDE MARION HOUZEc.....	Kansas
Kansas School for the Deaf	
GEORGE GORDON KANNAPELLc.....	Kentucky
Kentucky School for the Deaf	
ESTHER ELIZABETH LAWVER.....	Colorado
Colorado School for the Deaf	
FLORENCE WATERMON LEWISC.....	Connecticut
American School for the Deaf	

TOM GORDON MATTHEWc.....	Canada
Colorado School for the Deaf	
ESTELLA ELIZABETH MAXWELLc.....	Nebraska
Nebraska School for the Deaf	
WILLIAM FRANCIS MAY.....	New York
Xavier High School, New York City	
ELIZABETH LUCINDA MOSSc.....	Maryland
Maryland School for the Deaf	
LAWRENCE AUGUST PAXTONc.....	Kansas
Kansas School for the Deaf	
FRANK WALDORF REBAL, Jr.....	Iowa
Iowa School for the Deaf	
ALEX B. ROSEN.....	Minnesota
Minnesota School for the Deaf	
MATTHEW JAMES ROZBORIL.....	New York
Western New York Institution for the Deaf	
ISABELLE TONER.....	Missouri
Missouri School for the Deaf	

## SPECIAL STUDENTS

MIRIAM CAROLINE FLENNER.....	Pennsylvania
Tyrone High School	
MARY BELLE LOGAN.....	Oklahoma
Ramona High School, Oklahoma	

## FRESHMAN CLASS

DEWEY HANSFORD DEERc.....	Washington
Washington School for the Deaf	
JULIA CATHERINE DODDc.....	Minnesota
Oregon School for the Deaf	
ETTA MAY EARSLEYc.....	Minnesota
Minnesota School for the Deaf	
META CAROLYN HANSMANN.....	Wisconsin
Wisconsin School for the Deaf	
ARCHIE HAMPTON HARTIN.....	South Carolina
South Carolina School for the Deaf	
WESLEY LAURITSENc.....	Minnesota
Minnesota School for the Deaf	
GERTRUDE LEWIS.....	New York
Lexington Avenue School for the Deaf	
EDWIN ALEXANDER McNEALc.....	Washington
Washington School for the Deaf	

EARL EDWIN MACZKOWSKI <sup>c</sup> .....	Michigan
Michigan School for the Deaf	
JOHN MARTY.....	Iowa
Iowa School for the Deaf	
ARTHUR LEE SHAWL <sup>c</sup> .....	Tennessee
Kendall School	
HELEN STILWELL <sup>c</sup> .....	Pennsylvania
Pennsylvania Institution, Mt. Airy	
SARA FRANCES TUCK <sup>c</sup> .....	Kentucky
Kentucky School for the Deaf	
MAURICE WERNER .....	Minnesota
Minnesota School for the Deaf	
ELLA VAY WILCOXSON <sup>c</sup> .....	Oklahoma
Oklahoma School for the Deaf	

## PREPARATORY CLASS

EDITH MAY ANDERSON.....	Nebraska
Nebraska School for the Deaf.	
LOUIS H. ARONOVITZ.....	Kentucky
Kentucky School for the Deaf.	
CLARENCE BALDWIN.....	Connecticut
American School for the Deaf.	
ANNA MARY BAUSCH.....	Wisconsin
Wisconsin School for the Deaf.	
HARRY LAWRENCE BAYNES.....	Maryland
Maryland School for the Deaf.	
LENORE MILDRED BIBLE <sup>c</sup> .....	Arizona
Colorado School for the Deaf.	
CECELIA ANNA BIRK.....	Nebraska
Nebraska School for the Deaf.	
JOHN BRIDGES BREAZEALE.....	Mississippi
Mississippi Institute for the Deaf.	
LADISLAW STEPHEN CHERRY <sup>c</sup> .....	Illinois
Illinois School for the Deaf.	
ELLA BURROUGHS CLARKSON.....	South Carolina
Kendall School.	
JACOB LOUIS COHEN.....	Illinois
Wisconsin School for the Deaf.	
FRED ROWE CONNOR <sup>c</sup> .....	Pennsylvania
Western Pennsylvania Inst. for the Deaf.	
NOAH EDWIN DOWNES.....	Maryland
Maryland School for the Deaf.	

- JOHN NICHOLAS FUNK.....New York  
New York Institution, Fanwood.
- HAROLD HANSONc.....Iowa  
Iowa School for the Deaf.
- MARION E. HARMON.....Pennsylvania  
Western Pennsylvania Inst. for the Deaf.
- AUGUST PETER HERDTFELDERc.....New York  
New York Institution, Fanwood.
- MATTHEW ALOYSIUS HIGGINS.....New York  
St. Joseph's School, Westchester.
- MINE ELINE JENSEN.....Nebraska  
Nebraska School for the Deaf.
- ROBERT HARRY KANNAPELL.....Kentucky  
Kentucky School for the Deaf.
- CATHERINE MAGDALENA KILCOYNE.....Nebraska  
Nebraska School for the Deaf.
- LEWIS CLAUDE LA FOUNTAIN.....Ohio  
Ohio School for the Deaf.
- RUTH ALBERTA LEITCH.....Maryland  
Maryland School for the Deaf.
- TOIVO A. LINDHOLM.....Minnesota  
Minnesota School for the Deaf.
- PEARL THELMA LINTON.....Kansas  
Missouri School for the Deaf.
- PRENTIS CHRISTOPHER LUCADO.....Tennessee  
Kendall School.
- MURIEL JEAN McSHANE.....Canada  
Kendall School.
- ANSON K. MILLS.....South Dakota  
South Dakota School for the Deaf.
- HELEN CONSTANCE MOSS.....Maryland  
Maryland School for the Deaf.
- NORA NANNEYc.....Oklahoma  
Oklahoma School for the Deaf.
- ANNIE ETHELWYNNE NICHOLSON.....Canada  
Kendall School.
- JAMES NESTOR ORMAN.....New York  
New York Institution, Fanwood.
- HENRY WILLET PATRICK.....Montana  
Montana School for the Deaf.
- HELEN W. PENCE.....Ohio  
Ohio School for the Deaf.
- BELLA PUSRIN.....New York  
Lexington Avenue School for the Deaf.

LAURENCE HARRY RANDALL.....	Florida
Florida School for the Deaf.	
SAM BURNY RITTENBERG <sup>c</sup> .....	Tennessee
Kendall School.	
MAGDALENA SATTLER.....	Ohio
Ohio School for the Deaf.	
ESTHER GERTRUDE SAUVAGE.....	South Dakota
South Dakota School for the Deaf.	
*JAMES JOSEPH TAMISIEA <sup>c</sup> .....	Nebraska
Nebraska School for the Deaf.	
BERNHARD TEITELBAUM.....	Colorado
Colorado School for the Deaf.	
ROBERT MARTIN WERDIG.....	District of Columbia
Kendall School	
JOHN MAURICE WHITEHEAD.....	West Virginia
Kentucky School for the Deaf.	
LEO ZIELINSKI.....	Pennsylvania
Western Pennsylvania Inst. for the Deaf.	

## SUMMARY

	Men	Women	Total
Seniors .....	8	6	14
Juniors .....	8	2	10
Sophomores .....	13	8	21
Freshmen .....	8	7	15
Specials .....	—	2	2
Preparatory Students .....	27	18	45
	—	—	—
Total .....	64	43	107

\*Died October 6, 1918.

NOTES.—Students are listed under schools from which they came to college.

The abbreviation *c* means conditioned in study.



## HISTORY OF THE COLLEGE

In the year 1862, five years after the establishment of the Columbia Institution for the Deaf, Dr. Edward M. Gallaudet, its superintendent, in his annual report of that year, called the attention of Congress to the importance of providing higher education for the deaf, and to the fact that the peculiar organization of that Institution afforded an opportunity for the foundation within it of a college for the deaf of the United States.

Congress responded favorably to Dr. Gallaudet's suggestion. In April, 1864, an act authorizing the Board of Directors of the Institution "to grant and confer such degrees in the liberal arts and sciences as are usually granted and conferred in colleges" was, after considerable discussion, passed without a dissenting voice in either branch of Congress. Congress showed its further approval of the new departure within the next few years by making a considerable increase in its annual grants for support, by appropriating large sums for the purchase of additional grounds and the erection of new buildings, and by providing that a limited number of students might be admitted to the collegiate department from the several States and Territories free of charge. The number of students thus admitted free was at first ten; the number has been increased by acts of Congress from time to time until now it is one hundred and twenty-five.

The College was publicly inaugurated June 28, 1864, under the name of the National Deaf-Mute College, and Dr. Gallaudet at the same time was inaugurated as its President. He continued to hold the office until September, 1910. The College began its teaching work in September, 1864, with seven students and one professor besides Dr. Gallaudet.

In 1887, in response to an earnest appeal from women for an equal share with men in the advantages of higher education, the doors of the College were opened to young women.

In 1891 a Normal Department for the training of hearing teachers of the deaf was established with the double purpose of raising the standard of teachers in American schools for the deaf and of affording the deaf students of the College increased opportunities for practice in speech and speech-reading.

In 1894, in accordance with a petition from the graduates of the College, its name was changed to Gallaudet College in honor of Thomas Hopkins Gallaudet, the Founder of the Instruction of the Deaf in America, a beautiful bronze statue of whom had been placed in the College grounds by the deaf people of America in 1889.

## INSTRUCTION

Religious services of an undenominational character, in which the Faculty and the students participate, are held daily except Saturday.

The courses of instruction and study given in the arts and sciences are set forth in brief on page 15.

The system of instruction includes the recitation of assigned subjects; discussions and lectures; work in laboratories and with instruments; courses of reading directed by members of the Faculty, and practice in English composition.

The entire curriculum, including a preparatory year, embraces a period of five years, each of which is divided into three terms.

Instruction in articulation and speech-reading is offered to all the students of the College. Special pains are taken to preserve and improve, by suitable and frequent oral exercises, whatever powers of speech and ability to read the lips are possessed by students on entering College.

The Library of Congress and the collections of the Smithsonian Institution, the National Museum, the Corcoran Gallery of the Fine Arts, and other collections of the National Capital, open to the public, are of inestimable value to the students of the College.



# COURSE OF STUDY, 1918-19

## First Term

## Second Term

## Third Term

Preparatory Year	Plane Geom. (3 hrs.) Adv. Algebra (2 hrs.)	Plane Geom. (3 hrs.) Adv. Algebra (2).	Plane Geometry
	Latin	Latin	Latin
	English Comp. (3 hrs.) Ancient Hist. (2 hrs.)	English Comp. (3) Ancient Hist. (2)	English Comp. (3) Ancient Hist. (2)
	Drawing (2 hrs.)	Drawing (2)	Drawing (2)

Freshman Year	Plane Trig. (3 hrs.) Solid Geom. (2 hrs.)	Plane Trig. (3) Solid Geom. (2)	Mechanics
	Cæsar	Cæsar	Cicero
	English Comp. (2 hrs.) Mediæval Hist. (3 hrs.)	English Comp. (2) Mediæval Hist. (3)	English Comp. (2) Modern Hist. (3)
	Business Meth. (2 hrs.) Drawing (2 hrs.)	Business Meth. (2) Drawing (2)	Right Living (2) Pl. Surveying (2) or Drawing (2)

Sophomore Year	Physics	Physics	Botany
	Chemistry	Chemistry	Qualitative Analysis
	English Comp. (1hr.) English Liter. (3 hrs.) Public Speaking (1 hr.)	English Comp. (1) English Liter. (3) Public Speaking (1)	English Comp. (1) English Liter. (3) Public Speaking (1)
	Library Cat., Agriculture, or Domestic Art (2)	Library Cat., Agriculture, or Domestic Art (2)	Library Cat., Agriculture, or Domestic Art (2)

Junior Year	French	French	French
	Physiology	Zoology	Political History of the United States
	Philology	English Literature or Electricity	Ethics and Political Economy
	Chemistry, Agriculture, Domestic Art or Library Cat. (2)	Chemistry, Agriculture, Domestic Art, or Library Cat. (2)	Chemistry, Agriculture, Domestic Art, or Library Cat. (2)

Senior Year	French	French	French
	Commercial Law	Astronomy	Mineralogy and Geology
	Logic	Civil Government and Internat. Law	Psychology

## OPTIONAL STUDIES

The following courses will be given as sufficient demand for them arises:

1. GREEK.
2. MATHEMATICS.—Analytic Geometry; Calculus; Strength of Materials.
3. DAIRYING; POULTRY RAISING.
4. ELECTRICITY.—Generators; Motors.
5. CHEMISTRY.—Soils and Fertilizers; Chemistry C, Advanced qualitative analysis; Chemistry D, Quantitative Analysis; Chemistry E, Organic Chemistry; Chemistry F, Chemical Preparations; Determinative Mineralogy; Assaying.
6. ADVANCED ART AND DESIGN.  
History of Costume; Basketry; Weaving; Stencilling—Open to both young men and young women.  
Millinery; Knitting; Crocheting; Tatting; Embroidery—Open to women only.

## NORMAL COURSE

A course in the science and art of instructing the deaf is afforded to a limited number of young hearing persons who wish to become teachers of the deaf. Candidates for this course are expected to be graduates of colleges of good standing.

## COURSE OF INSTRUCTION

### FIRST TERM

The language of signs; the use of the manual alphabet—one hour daily. MR. ROBERTS.

Speech-teaching, voice-training, visible speech—one hour daily. MISS JAMESON.

Observation and practice in speech classes—one to two hours daily. Note books giving details required.

Lectures on the manual alphabet; the classification of the deaf; the ear; the throat and voice; the history of the education of

the deaf in America; child-study—aggregating two hours weekly. Miss PORTER.

Topics for study and written report: Causes of deafness; number of the deaf; occupations of the deaf, etc.—one topic each week.

Theses—History of the Education of the Deaf; General History of Education; Life of Thomas Hopkins Gallaudet.

#### SECOND TERM

Instruction in finger-spelling and signs, as in the first term.  
MR. ROBERTS.

Practice in speech-teaching—one hour daily. Miss JAMESON.

Observation and practice in manual and speech classes—one to two hours daily.

Lectures on aural development, musical vibratory massage.

Lectures on pedagogy, psychology, and principles of teaching with special reference to the needs of the deaf—two hours daily.  
Miss PORTER.

Topics for study and written report: Physical training; the schoolroom; school records, etc.—one topic each week.

Theses on subjects chosen during the term.

#### THIRD TERM

Instruction in signs and spelling as in first and second terms.  
MR. ROBERTS.

Practice in speech-teaching—one hour daily. Miss JAMESON.

Observation and practice in classes in geography, history, arithmetic and language—one to two hours daily.

Lesson planning and practice teaching under supervision and criticism.

Lectures on child-study, methods of instruction in language, arithmetic, geography and history—an aggregate of two hours weekly. Miss PORTER.

Topics for study and written report: Textbooks; marks; examinations, outdoor work, etc.—one topic each week.

Thesis on the teaching of some special subject, as arithmetic or language.

Some of the books of reference used are: Page on Teaching, by W. H. Payne, published by the American Book Company; Mottoes and Snider's Life of Froebel, Sigma Publishing Company, Chicago; Bell's Visible Speech in Twelve lessons, Volta Bureau, Washington, D. C.; Guttman's Voice Training, published by E. S. Werner, 48 University Pl., N. Y.; Arnold's Teachers' Manual, Hazell, Watson & Viney, London; Reports of the Convention of the American Instructors of the Deaf; the American Annals of the Deaf.

Observation and practice work are carried on in the Kendall School, the primary and grammar department of the Institution.

After three months' instruction the normal students are required to assist in speech-teaching in the college as well as in the school.

Throughout the year they live with the college students, are subject to the same rules, and take an active part in all the social life of the Institution.

The members of the class assist in supervising the pupils of the Kendall School. They also help conduct chapel exercises in the school during the second and third terms.

The work of the normal students is graded. Those not making satisfactory progress or who are not found adapted to school work, will be discouraged from continuing this Course.

Full and confidential information as to Normal students will be given to school authorities looking for teachers.

The Institution seeks to recommend candidates best suited to fill vacancies, and not to send out general letters of recommendation.

The aim of the department is to equip well-educated young men and women with such knowledge not only of teaching, but of the deaf themselves, that they may be able to do intelligent work at once in the various schools of the country.

## GENERAL INFORMATION

### ADMISSION

Applicants for admission to the Preparatory Class are required to be able to express their thoughts in connected English, and to comprehend the language of the ordinary text books of the common schools. A command of English to this extent is essential to the satisfactory and successful prosecution of the studies of this class. Pupils born deaf, or deaf from early infancy, who have acquired this ability and are also well grounded in the elementary studies of the public schools, may be encouraged to seek the privileges of the college. In the case of pupils who retain a fair command of language after becoming deaf, the danger of superficial preparation in the rudiments of the elementary studies is very great. Such pupils should be made acquainted with the real state of affairs, and should not be recommended for admission to the Preparatory Class without full training in the elementary branches. In all cases thorough familiarity with arithmetic is insisted upon.

For a unit course three hours will be allowed for the examination. One and one-half hours will be allowed for the examination in a half-unit course.

The definition of a unit course is: *a course of study covering a school year, with five class periods of at least forty-five minutes each per week.* Half this time should be given to half-unit courses.

Applicants may seek entrance by either of two methods, as follows:

#### FIRST METHOD

They may take examinations in *all* prescribed subjects, under proper supervision, at their respective schools or homes, or they may take the same at the College.

Candidates for the Preparatory Class will be examined in the subjects stated below.

ENGLISH.—Embracing Grammar, Composition, and Reading.



- I. Grammar.*  $\frac{1}{2}$  unit (examination  $1\frac{1}{2}$  hours).  
*II. Composition, including Capitalization and Punctuation.* 1 unit (examination 3 hours).  
*III. Reading.*  $\frac{1}{2}$  unit (examination  $1\frac{1}{2}$  hours).

## I. GRAMMAR

- (I) The pupil should be able to recognize the different parts of speech.
1. Nouns. Common; proper; abstract; collective; verbal.
  2. Verbs. Regular, irregular; transitive; intransitive; auxiliary; copulative; defective; impersonal.
  3. Adjectives. Descriptive; pronominal; proper; the articles.
  4. Adverbs. Time; place; manner; degree.
  5. Pronouns. Personal; relative; interrogative; adjective.
  6. Conjunctions. Coordinate; subordinate; correlative.
  7. Prepositions.
  8. Interjections.
- (II) The pupil should be able to analyze any sentence of reasonable difficulty into subject; verb; complement; modifying elements, as:
- The lame boy lives in Boston.
- This is a simple sentence. The complete subject is THE LAME BOY. The complete predicate is LIVES IN BOSTON. The simple subject is the noun BOY. The simple predicate is LIVES. BOY is modified by the adjective word modifiers, THE and LAME. LIVES is modified by the adverbial phrase modifier, IN BOSTON.
- (III) The pupil should be able to recognize simple and compound subjects; simple and compound predicates; simple and compound complements.
- (IV) The pupil should be able to recognize word modifiers; phrase modifiers; clause modifiers.
- (V) The pupil should be able to recognize simple sentences; complex sentences; compound sentences; compound-complex sentences.
- (VI) The pupil should be able to construct, according to named specifications, grammatically correct sentences, involving the parts of speech; the subject; the predicate; the complement; word modifiers; phrase modifiers; clause modifiers.

## II. COMPOSITION I

## (A) CAPITALIZATION

*The use of capital letters, as follows:*

1. At the beginning of sentences.
2. At the beginning of direct quotations.
3. At the beginning of lines of poetry.
4. Initials.
5. Proper names.
6. Names attached to a person's name.
7. Names of days and months.
8. Names referring to the Deity.
9. Names of business firms.
10. Names of things personified.
11. Titles of books and stories.
12. " O " and " I " standing alone.

## (B) PUNCTUATION

*The use of the comma.*

1. After names of persons addressed.
2. To separate parts in a letter heading.
3. The ordinary use of the comma in the sentence.

*The use of the apostrophe.*

1. In possessives.
2. In contractions.

*The use of the hyphen.*

1. In uniting parts of compound words.
2. In the separation of syllables at the end of the line.

*The use of the period.*

1. At the end of a declarative sentence.
2. After abbreviations.

*The ordinary use of quotation marks.*

## COMPOSITION II

- (I) The pupil should be able to write a clear, concise sentence, correct in capitalization, in punctuation, and in spelling. The use of the short sentence should be emphasized. The pupil should be taught to place his modifiers as near as possible to the words they modify.

- (II) The pupil should be able to write questions upon a paragraph or a theme. He should be taught to write and to answer questions that can not be answered by "Yes" and "No."
- (III) The pupil should know the meaning and the use of the more common idioms. (*See English Phrases and Idioms, J. L. Smith.*)
- (IV) The pupil should be required to commit passages to memory, and to reproduce them in writing, paying attention to punctuation and capitalization.
- (V) The pupil should be able to expand a simple sentence to a complex sentence, as follows:
- (Simple) Men of talent succeed.
  - (Complex) Men, who are talented, succeed.
  - (Simple) John spoke thoughtlessly.
  - (Complex) John spoke before he thought.
  - (Simple) I am glad of your good fortune.
  - (Complex) I am glad that good fortune has come to you.
- (VI) The pupil should be able to contract a complex sentence to a simple sentence, as follows:
- (Complex) Boys, who are idle, do not get rich.
  - (Simple) Idle boys do not get rich.
  - (Complex) I am glad that you have succeeded.
  - (Simple) I am glad of your success.
- (VII) The pupil should be able to expand a word modifier to a phrase modifier.
- The *mountain* sides are covered with snow.
  - The sides of *the mountain* are covered with snow.
- (VIII) The pupil should be able to expand a word modifier to a clause modifier.
- I admire a *warm-hearted* person.
  - I admire a person *who is warm-hearted*.
- (IX) The pupil should be able to write any of the following:
1. Friendly letters.
  2. Notes of invitation.
  3. Refusals and acceptances of invitations.
  4. Simple business letters.
  5. Applications for a position.
  6. Advertisements. Answers to advertisements.
  7. Lost and Found notices.
  8. Telegrams.



- (X) The pupil should be able to write a paragraph of several sentences, following the principles of unity, coherence, and emphasis.
- (XI) The pupil should be able to state the main thought in a paragraph.
- (XII) The pupil should be able to develop a paragraph, the topic sentence being given.
- (XIII) The pupil should be able to write a theme of several paragraphs, following the principles of unity, coherence, and emphasis.
- (XIV) The pupil should be able to write a short story; a brief description of a person, a place, or a thing; an explanation.

### III. READING

The purpose of the course in Reading is to broaden the mind of the pupil; to stimulate his imagination; to widen his sympathies; to familiarize him with the meaning of the more common idiomatic expressions; to enlarge his vocabulary; and generally to widen and vary his powers of expression.

This end can be attained effectively only by exciting the interest of the young reader to such a degree that his reading will be voluntary. To do this it is suggested that, before any set examination into the reader's acquaintance with the subject-matter of the book, or of his comprehension of its vocabulary and idiomatic expressions, he be engaged in an informal chat about the book, its incidents and characters. If such chat be conducted in sympathetic vein, perhaps with real or simulated boyish enthusiasm and enjoyment on the part of the instructor, it will draw out naturally and unobtrusively from the young reader that portion of the story which he has fully or partially grasped, and indicate where he has failed. A little ambushed questioning and comment will set him right where he has misunderstood, without openly convicting him of ignorance or stupidity. In fact, such questioning and comment is most successful when it is suggestive rather than mandatory, and leaves the reader with the solacing impression that he has discovered and rectified his own misunderstandings.

It is suggested, also, that the interest of the reader may be

further aroused, if, in these informal conversations, the instructor succeed in establishing some sympathetic bond between the reader and the characters of the book. Some simple coincidence may serve: the name of one of the characters may be like that of the reader, or like that of some one with whom the reader is familiar; some experience of the reader, or some circumstance of his home-life, or of his thoughts, may be reproduced in the book; and, if he can be led to discover it—to discover himself therein, as it were—he will respond happily with an absorbing interest. Yes, an interest that will absorb words, phrases, idioms—everything.

These informal conversations should be repeated at intervals during the reading of the book.

In the more formal examination into the results of the pupil's reading, he should be questioned about the characters and incidents of the book. He should be required to pick out and explain idiomatic expressions; to give synonyms and antonyms for words in the text; to write imaginary conversations between characters in the books; to paraphrase sentences from the text; and to write compositions descriptive of people and places in the readings.

The course in Reading will cover the following branches of literature:

## 1919

Fiction. The Little Shepherd of Kingdom Come, Fox.

Poetry. Hiawatha, Longfellow.

History. Old Ironsides, Holmes. Joan of Arc, Lang.

Animal Life. First Jungle Book, Kipling.

Biography. The Promised Land, Mary Antin.

Fable. Aladdin.

Bible Readings. The Parable of the Sower. The Prodigal Son.

Drama. The Merchant of Venice; from Lamb's Tales from Shakespeare.

Memorizing. America. The Star Spangled Banner. Lead, Kindly Light, Newman.

## 1920

Fiction. Hans Brinker, Dodge.

Poetry. Lady of the Lake, Scott.

History. Andre and Hale, by Lossing. Patriotism. The Man Without a Country, Hale.

Animal Life. Lives of the Hunted, Seton-Thompson.

Fable. Aesop's Fables.

Biography. The Making of an American, Riis.

Heroism. Men of Iron, Pyle.

Bible Readings. The Story of Joseph.

Drama. Othello; from Lamb's Tales from Shakespere.

Memorizing. America. The Star Spangled Banner. Landing of the Pilgrim Fathers, Hemans.

## MATHEMATICS. One and one-half units.

(a) *Arithmetic*. One-half unit. Stress is laid on the rapid, accurate, and neat solution of arithmetical examples, especially those coming under the four fundamental rules—analysis, decimal and common fractions, square root, percentage, and simple proportion. Too much time spent on compound numbers, interest, discount, exchange, averages, cube root, and compound proportion is to be avoided. Arithmetic should teach students to cipher, not to memorize rules or prove theorems; but in the case of the deaf it is very important to cultivate the ability to construe the language of arithmetical problems. The examination questions will be made practical, rather than technical or abstruse.

(b) *Elementary Algebra*, to simple quadratics. One unit. The four fundamental operations for rational algebraic expressions; factoring, determination of highest common factor and lowest common multiple by factoring; fractions; linear equations, both numerical and literal, containing one or more unknown quantities; problems depending on linear equations; radicals, including the extraction of the square root and of the cube root of polynomials and of numbers; exponents, including fractional and negative.

Wentworth's New School Algebra (pp. 1-261), Ginn & Co., is suggested as a textbook.

Special emphasis should be given to the statement of problems as equations; a logical solution with explanation of each step should be required.

## HISTORY. Two units.

(a) *English History*. One unit. Candidates for examination in this subject should have a good command of English, sufficient

to express their ideas clearly. They should have a general knowledge of the leading facts of English History, together with the causes which led to the events narrated and the results which came therefrom; also of the geography involved.

Mere memory work should be discouraged. Students should be trained to think and reason for themselves.

The textbook recommended is Montgomery's *Leading Facts of English History* (Ginn & Co.).

Teachers are referred to "The Study of History in Schools, a Report to the American Historical Association by the Committee of Seven," published by the MacMillan Company.

(b) *American History*. One unit. The examination in American History will be so framed as to require comparison and the use of judgment on the pupil's part rather than the mere use of memory.

Instead of attempting to fix in mind large numbers of dates and isolated statements, the pupil should endeavor to gain a clear idea of the great facts, forces, and sentiments that have shaped our national progress. A good general knowledge of the essential facts and features of American History will be expected. The pupil should also know something of the origin, principles, forms, powers, and practices of the local, state, and national governments.

The examination will presuppose the use of good textbooks, some collateral reading, and much practice in written work. The relation of the geography of the country to its history should be emphasized.

Montgomery's *Leading Facts of American History* (Ginn & Co.) or Hart's *Essentials of American History* (American Book Co.) will indicate the kind and amount of work sought. Channing's *Short History* (The MacMillan Co.) may be used, with the understanding that considerable outside reading must be done in connection with a thorough study of the textbook.

## SCIENCE.

*Elementary Physics*. One-half unit. It is recommended that the preparation of the candidate in Elementary Physics include:

1. A knowledge of the Metric system.



2. The study of a text-book. The First Book of Physics, by J. A. Culler (J. B. Lippincott & Co., Phila.), is recommended.

3. The use of varied numerical problems, illustrative of the most important facts and laws in elementary physics.

4. Laboratory work, comprising at least twenty-five exercises illustrative of the principles of Mechanics; Hydrostatics; Heat; Light; Electricity and Magnetism.

The time limit for taking entrance examinations for the Preparatory Class will be two years. The days of examination are given below.

It is recommended that candidates offer arithmetic, elementary physics, and English history the first year.

The number of days allowed each year for examination shall be three, but the number of hours allotted to each subject shall not exceed three for full subjects nor one and one-half for half subjects.

#### SUMMARY OF REQUIREMENTS.

<i>Subject.</i>	<i>Time allowed for examination.</i>
English:	
Composition .....	3 hours
Reading .....	1½ hours
Grammar .....	1½ hours
Mathematics:	
Arithmetic .....	1½ hours
Algebra .....	3 hours
History:	
English .....	3 hours
American .....	3 hours
Science: Elementary Physics.....	1½ hours

The examinations are to be held *without exception on the three successive days beginning the last Wednesday in May*, and all papers are to be sent *on the following Saturday* to President PERCIVAL HALL, Kendall Green, Washington, D. C.

The *original work* of candidates, which should be in such form as to be read easily by the examiner, must in all cases be forwarded to the College.

All other papers written upon by the candidates during the examination should also be sent. The time limit in any subject must not be exceeded; therefore useless copying should be avoided.

Those in charge of the preparation of candidates for admission to the Preparatory Class are referred to the " Report of the Committee of the Convention on a Course of Study " for valuable suggestions in regard to all subjects for admission except Algebra. This report is now out of print but may be found in the *American Annals*, Vol. LII, pp. 409-467.

Question papers will be furnished on the application of any Principal or Superintendent of an Institution or School for the Deaf. Such Principals or Superintendents are requested to write for examination papers *not later than the first week in May*, in each year.

Testimonials of good moral character are required of all applicants for admission.

All applications for admission should be addressed to the President.

## SECOND METHOD OF ADMISSION

1. Students may be admitted to the Preparatory Class upon certificate from approved schools that the prescribed requirements in Arithmetic, English History, American History, and Elementary Physics have been fully met, and upon passing tests by the College Faculty in Algebra, Composition, Reading, and Grammar.

Regular blanks for the formal certification of all candidates for admission under this plan will be furnished the schools, and should contain ratings, on a scale of 10, of work done in the subjects certified.

Examination questions in Algebra, Composition, Reading, and Grammar will be forwarded in May, as hitherto, to the schools having candidates. After the examination papers in these subjects have been read by the College Faculty, and certificates concerning the other subjects have been received, the schools will be informed as to the probability of the candidates being admitted to the class.

At the beginning of the term in September, examinations will be held at the College in any of the subjects that have not been duly certified and in subjects in which candidates are conditioned.

2. Schools from which students have been admitted to the Preparatory or Freshman Class within the past five years, who have

pursued their studies in the College successfully for a year or more, are now placed on the list of "approved schools." Other schools may be added to the list in the future on evidence that they have courses of study preparing pupils fully for the Preparatory Class. The following is the present list of

### APPROVED SCHOOLS

Alabama School.	Missouri School.
American School.	Montana School.
Arkansas Institute.	Nebraska School.
California School.	New York Institution.
Colorado School.	North Carolina School.
Florida School.	North Dakota School.
Gallaudet School.	Ohio School.
Georgia School.	Oklahoma School.
Idaho School.	Oregon School.
Illinois School.	Pennsylvania Institution.
Institution for Improved Instruction, New York.	South Carolina Institution.
Iowa School.	South Dakota School.
Kansas School.	Tennessee School.
Kendall School.	Texas School.
Kentucky School.	Utah School.
Maine School.	Washington State School.
Maryland School.	West Virginia School.
Michigan School.	Western Pennsylvania Institution.
Minnesota School.	Wisconsin School.
Mississippi Institute.	Wright Oral School.

### ADMISSION TO ADVANCED STANDING

Candidates for admission to the Freshman Class, or to advanced standing, may obtain requirements upon application.

### EXPENSES

The charge for board, lodging, laundry, and tuition is four hundred dollars for the academic year. Congress, however, makes provision for the free admission of residents of the District of Columbia and for a limited number from the States and Territories. The above sum does not include traveling expenses, books, clothing, and other personal and incidental expenses, subscriptions to societies, extraordinary medical or surgical services, etc. A deposit of three dollars is required of each

student, returnable at the end of the course, less unreasonable wear on College property. The average cost of books is about \$10 per year; estimates as to the amounts needed to meet the other demands cited above would vary with the tastes of the individual and the distance to his home. But students should come provided with at least \$25 at the beginning of the year and have about \$75 more to draw upon besides what is necessary for car-fare, main clothing supply and tuition.

Students have opportunities to earn part of their expenses by labor upon the college buildings and grounds or about the residences of instructors, or on the farm, or in the city during leisure hours, etc. Various opportunities of earning money are also open to the women students.

## COLLEGE EXERCISES

### STUDY HOURS

Students are expected to attend Chapel exercises, to be present at all recitations of their respective classes, and to attend such other exercises as may be announced by the Faculty from time to time.

Chapel exercises are held each week-day at 9.00 A. M., except on Saturday. On Sunday they are held at 9.00 A. M. and at 3:30 P. M.

Study hours are from 8.00 to 9.00 and from 9.15 A. M. to 12.15 P. M., from 1.15 to 3.15 and from 7.30 to 10 P. M. on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays, except that on Fridays the evening study hours are omitted; and from 9.00 to 11.30 A. M. on Saturdays. During these periods students are expected to be engaged in recitations or in study.

Preparatory and Freshman students and students reported as having a monthly average below 7.5 in daily recitations in any study are required to observe evening study hours in their own rooms, and these rooms may be visited at intervals by some member of the Faculty.

### CLOTHING

Clothing is laundered by the institution and should all be plainly marked. Bed linen is furnished by the institution, but a sufficient supply of both bath and hand towels must be supplied by each student.



## PHYSICAL TRAINING

Systematic physical training, under the direction of instructors in a well-equipped gymnasium, is required of all students throughout the course. But students while in training with the football, track, baseball, basket-ball, or wrestling squads, may be excused from other physical training. Open-air exercise, usually tennis, is required of all the young women of the College.

Special gymnasium suits are used by the young men and the young women. New students should order suits through the gymnasium teachers directly upon their arrival at College. Students are given a careful physical examination on admission, and special suitable exercise is prescribed when necessary.

Parents desiring students not to engage in football should notify the President.

All students should be vaccinated against smallpox and typhoid before entering college.

## STUDENT SOCIETIES

The Kappa Gamma is a secret society of young men. Four of the Faculty of the College are also members. The society exercises a certain influence upon scholarship by its rule that it will not admit to membership a student conditioned in more than one study.

The Literary Society admits all men students to membership. It affords an opportunity for practice in public debate, declamation, etc. The public is invited to all meetings except business meetings.

The women students have a society which is partly secret and partly literary and dramatic in character. Once a year it holds an open meeting to which the public is invited.

The "Saturday Night Dramatic Club" of the young men and the "Jollity Club" of the young women each give one or two public entertainments during the year.

The young men of the College maintain a branch of the Young Men's Christian Association.

The women students support an influential branch of the Young Women's Christian Association.

## ADVISERS

At the time of his entrance into college each student is assigned to some one member of the Faculty, who acts as his Adviser throughout his college course. It is hoped that each student will feel free to consult his Adviser as he would a parent or elder brother.

## INFORMATION

In the case of students markedly deficient in scholarship, notices will be sent to their parents or guardians after the close of each term; when serious discipline for misconduct is given, parents will be at once informed of the fact. Information as to the progress of students will be furnished parents at any time upon request. All applications for information or for admission should be addressed to the President of the College, Kendall Green, Washington, D. C.

## EXAMINATIONS

At the close of each term there are written examinations in all the studies of the term.

A record is kept by the Faculty, which shows the standing in study of each student for every term, as determined from the recitations and the examinations, both being graded on a scale of 10. A student whose combined mark falls below 7 in any subject, or whose mark in examination falls below 6.5, is conditioned. The condition may be removed by obtaining a mark of 6.5 upon re-examination.

## DEGREES

The corporation is authorized by an act of Congress to confer "such degrees in the arts and sciences as are usually granted in colleges."

The degree of Bachelor of Arts is conferred on students who have sustained examinations on the full Academic course of four years.

The degree of Bachelor of Science is conferred on students who have sustained examinations on the first two years of the Aca-

demic course, and on two years of work in Science equivalent in difficulty to the last two years of Academic work, making a full course of four years.

Students so desiring are permitted to pursue a selected course of study extending through four years, the satisfactory completion of which will entitle them to receive the degree of Bachelor of Philosophy, or of Letters.

No student may receive a degree who is delinquent in his college dues.

The master's degree will be conferred, in course, on graduates of not less than three years' standing who shall furnish the Faculty with satisfactory evidence of their having made substantial progress in science, philosophy, literature, or the liberal arts since their graduation. Application for this degree should be made to the President of the College in writing.

The degree of Bachelor of Pedagogy is also conferred on graduates of the normal department who have previously taken the Bachelor's degree.

## SPECIMENS OF EXAMINATION PAPERS FOR ADMISSION TO THE PREPARATORY CLASS

### *Arithmetic*

[Necessary operations are to be written in full; answers, without the operations necessary to obtain them, or analyses without operations, are not acceptable.]

1. A farmer spent \$140 for sheep at \$5.60 each. How many did he buy?
2. When coal is \$7.50 per ton, what will be the cost of 3,000 lbs.?
3. A man walks  $14\frac{1}{2}$  miles in  $4\frac{5}{8}$  hours. How many miles an hour is that?
4. What part of a man's income remains after he spends  $\frac{1}{3}$ ,  $\frac{1}{4}$ , and  $\frac{1}{5}$  of it?
5. A boy lives  $10\frac{1}{2}$  rods from his school. How far does he walk in a day to attend two sessions of his school?
6. Reduce  $\frac{5}{16}$ ,  $\frac{2}{5}$ , and  $5\frac{7}{8}$  to decimals and add.
7. How many square yards of plastering will be needed for the wall of a room 18 ft. wide, 9 ft. high, after subtracting for two windows, each 6 ft. high,  $4\frac{1}{2}$  ft. wide?
8. My expenses in April were \$185.68; in May they were 12 per cent less. What did I spend in May?
9. Find the interest on \$200 for 1 yr. 3 mo. at 4 per cent.  
Time allowed—one and one-half hours.

[1915.]

*Algebra*

For admission to the Preparatory Class.

1. (a) Add and (b) subtract  $\frac{2}{3}a^3 + \frac{5}{6}a^2b - \frac{2}{7}ab^2 + b^3$ ; and

$$2b^3 + \frac{5}{14}ab^2 - \frac{9}{12}a^2b - \frac{5}{6}a^3$$

2. Divide  $22a^2b^2 + 15b^4 + 3a^4 - 10a^3b - 22ab^3$  by  $a^2 + 3b^2 - 2ab$

3. Solve  $5(x-3) - 7(6-x) + 29 = 50 - 3(8-x)$

4. The sum of two numbers is 18, and three times the greater number exceeds four times the smaller by 5. Find the numbers.

5. Reduce to lowest terms:

$$(a) \quad \frac{(a^2 + 2ab + b^2)(a-b)}{(b^2 - 2ab + a^2)(a+b)}$$

$$(b) \quad \frac{x^2 - y^2}{x + y} \times \frac{x - y}{x^2 - 2xy + y^2}$$

6. Resolve into factors:

$$(a) \quad a^2 - 6ab + 9b^2$$

$$(b) \quad 4a^4 + 20a^2x^2 + 25x^4$$

7. Solve:  $\frac{3x+1}{4} - \frac{2x+1}{3} - \frac{4x+5}{5} = 4$

8. The difference between one-fifth of a number and one-ninth of the same number is 4. Find the number.

9. Divide 450 into two parts such that the smaller part is contained in the larger 9 times with a remainder of 20.

10. If A gave B \$100, A would then have half as much money as B; but if B gave A \$100, B would have one-third as much as A. How much has each?

Time allowed—three hours.

[1915.]

*History of the United States*

Time allowed—three hours.

Give the dates of all events mentioned in your paper.

1. Give some account of the settling of Connecticut.
2. What caused the American Revolution?
3. Why did eleven States try to secede from the Union in 1860-61? What States were they?
4. What was the comparative strength of the North and of the South at the opening of the Civil War? What was the Union plan for carrying on the war?

5. Write *very briefly* about each of the following men:

Ethan Allen.	Bartholomew Gosnold.
Benedict Arnold.	Alexander Hamilton.
General Braddock.	Paul Jones.
David G. Farragut.	Robert de la Salle.
Rev. John Eliot.	Eli Whitney.

### *English History*

Time allowed—three hours.

1. Describe the geographical differences between early Britain and the present Empire of Great Britain.
2. Tell all you can about the conversion of the English to Christianity.
3. What was the Habeas Corpus Act?
4. Compare the reigns of Mary and Elizabeth.
5. What was the "Glorious Revolution" of 1688?
- 6-7. Write briefly about any *six* of the following subjects: (a) The Witan, (b) Simon of Montfort's Parliament, (c) The First Perfect Parliament, (d) Separation of Parliament into Two Houses, (e) The Short Parliament, (f) The Long Parliament, (g) The Rump Parliament, (h) Barebone's Parliament, (i) The Cavalier Parliament, (j) Admission of Catholics and Jews to Parliament.
8. Explain the term "Divine Rights of Kings." What kings believed in this, and what were the results of their belief?
- 9-10. Tell all you can about the following:
  - (a) The Indian Mutiny.
  - (b) The Boer War.

### *Elementary Physics*

Time allowed—one and one-half hours.

1. How do we find the mass of any object?
2. How would you change the pendulum of a clock so that it will run faster? Slower?
3. Why is the earth flattened at the poles and bulged at the equator?
4. What is one important difference between modern and ancient ways of doing work?
5. Draw a prism.  
What is an opaque; a transparent body? Give examples of each kind.
6. Why does a body expand when heated?
7. What is the cause of rain?
8. Describe how you would electroplate a pan with copper.

### *Reading, 1918*

Time allowed—one and one-half hours.

#### I. Wild Animals I Have Known:

1. Tell the tale of Bingo's Rescue of His Master from the Wolf-Traps.



2. Explain the passages in quotation marks:
    - a. Bingo "early showed a mind of his own."
    - b. "The dog, seeing that he now had good backing, closed in for the finish."
    - c. Filled with admiration for the dog's prowess, I sought to buy him at any price. The scornful reply of his master was, "Why don't you try to buy one of the children?"
    - d. "After much pains on my part, and many on Bingo's, he learned to go at the word in quest of our cow."
- II. 1. In what book is the story of Sinbad, the Sailor, told? In what city is he supposed to have lived? Who ruled the country at that time?
2. Tell the tale of *one* of the following:
 

The Trembling Island.	The Apes and the Cocoanuts.
The Old Man of the Sea.	The One-Eyed Giants.
  3. Explain the meaning of these passages:
    - a. "Struck by these reflections, I resolved to walk in my father's ways."
    - b. The merchants broke a hole in the shell of the huge egg, and "pulled out the young Roc piecemeal."
- III. The Prince and the Pauper:
1. Write upon one of the following subjects:
 

Tom Canty's Home and Education.

The Episode of the Poisoner Pardoned by Tom, while Acting King.

Miles Hendon, and His Adventures with Edward, the Unrecognized King of England.
  2. Draw a picture of a London house of the 16th Century from the following description, being careful to put in every detail spoken of:
 

"The houses were of wood, with the second story projecting over the first, and the third sticking its elbows out beyond the second. The higher the houses grew, the broader they grew. They were skeletons of strong criss-cross beams, with solid material between, coated with plaster. The beams were painted red or blue or black. The windows were small, glazed with little diamond-shaped panes; and they opened outward, on hinges, like doors."
- IV. The Skeleton in Armor:
1. Who wrote this poem? What made him think of writing it?
  2. Why does he speak of "hollow breast," "fleshless palms," and "cavernous eyes"?
  3. What do you understand from the line, "Came a dull voice of woe from the heart's chamber"?
  4. Tell the story of the Viking.

## 5. Explain the force of the comparisons in the following:

- a. And, with my skates fast bound,  
Skimmed the frozen Sound,  
That the poor whimpering hound  
Trembled to walk on.
- b. Oft through the forest dark  
Followed the were-wolf's bark,  
Until the soaring lark  
Sang from the meadow.

## V. The Parable of the Sower:

1. Who spake this parable? Where was it spoken? To whom was it spoken? What were the relative positions of the speaker and of those to whom he spoke?
2. Tell where the several parts of the seed fell, and what happened to each part.
3. Explain the meaning of these sayings:
  - a. "They seeing, see not; and hearing, they hear not, neither do they understand."
  - b. "Yet hath he not root in himself;—for, when tribulation or persecution ariseth because of the word, by and by he is offended."

## VI. The Tragedy of Macbeth in Lamb's Tales:

1. How did Macbeth come to have the ambition to be king?
2. What made Macbeth plot the murder of Banquo?
3. Tell of the Visions that Macbeth saw, and the cries that he imagined he heard before and after the death of Duncan, and after the death of Banquo.
4. Explain how the prophecies of the "spirits" were fulfilled in the letter and broken in Macbeth's hope.
5. Explain the following passages:
  - a. The wicked suggestions of the witches had sunk deep in Macbeth's mind.
  - b. He bent all his thought to compass the throne of Scotland.
  - c. She feared her husband's nature was too full of the milk of human kindness.
  - d. Then turning to Banquo, the witches pronounced him, in a sort of riddling terms, "to be lesser than Macbeth, and greater; not so happy, but much happier."

## VII. Write out the poem, "America," word for word.

*Grammar*

Time allowed—one and one-half hours.

The sun had risen higher while they talked, and his rays were growing hot in the clear air. The mist had lifted from the city below, and all the streets and open places were alive with noisy buyers and sellers, whose loud talking and disputing came up in a continuous hum to the palace on the hill, like the drone of a swarm of bees.

- I. Pick out and name all the nouns in the above quotation.
- II. Pick out and name all the verbs in the quotation.
- III. Pick out and name all the adverbs.
- IV. Analyze the first sentence in the quotation.
- V. Construct two simple sentences.
- VI. Construct two complex sentences.
- VII. Construct two compound sentences.
- VIII. Construct two compound-complex sentences.
- IX. In these sentences of your own, have you used any phrase modifiers; any clause modifiers? If so, explain each one.
- X. Write two sentences, each containing an interjection. What kind of sentence is each one?

### *English Composition*

#### PUNCTUATION AND CAPITALIZATION

Time allowed—one-half hour.

1. Punctuate and Capitalize the following:

my country tis of thee  
sweet land of liberty  
of thee i sing  
land where my fathers died  
land of the pilgrims pride  
from every mountain side  
let freedom ring

2. good morning how are you this morning were the words i heard from john as i entered the room

3. hush be silent i cant hear a word

4. on the last monday in november mr jones of the firm of jones and smith left washington for his winter home in st augustine florida

#### COMPOSITION

Time allowed—two and one-half hours.

1. Write five questions upon the following theme. Do not write questions that may be answered by "Yes" or "No."

CHILDREN AND RED CROSS—MANY LITTLE BROTHERS AND SISTERS WORKING FOR  
UNCLE SAM'S FIGHTERS.

Children are taking a very active interest in all the activities of the Red Cross. Many little brothers and sisters are sending in to the Red Cross Gift Editor of *The Star* the names of their big brothers who have gone away to be soldiers, sailors, or marines. Others are helping to knit and do



many other little services at the scores of Red Cross units throughout the District.

A boy eleven years old has learned to knit and is making squares for an afghan for a Belgian baby.

The seventh grade of the Adams School has been busy the past week making trench candles, which have been turned in at headquarters.

Children of the American Revolution, under the direction of Miss Helen Stout, are helping with " comforts " for the comfort kits, by making picture puzzles, needle rolls, pin wheels, button bags, cards of darning cotton, wash cloths and squares for afghans.

2. Expand the following sentences to complex sentences:

Men of ability succeed.

I am glad of your success.

Contract the following complex sentences to simple sentences—

Many men, who have achieved fame, began life as poor boys.

I am glad that he is a friend of mine.

Expand the following word modifiers to phrase modifiers—

She began to speak *very solemnly*.

We waited *anxiously* for his arrival.

Expand the following word modifiers to clause modifiers—

She has a *friendly* spirit.

James is a *happy* person.

John seized him with an *irresistible* force.

3. Write a business letter to some firm asking for a position.

4. Write a telegram of not more than ten words.

5. From the following topic sentence develop a paragraph of eight or ten sentences:

I never had a better time in my life than I had at the party last night.

6. Write a brief letter to your teacher explaining why you were late to school this morning.

7. Describe your favorite teacher.

8. Tell in your own words the parable of the sower.

9. Which do you enjoy the more, summer or winter? Give at least four reasons for your answer.

10. Explain clearly how to come to the School for the Deaf from the railway station.

## 1918

JANUARY							MAY							SEPTEMBER							
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13	14	15	16	17	18	19	19	20	21	22	23	24	25	15	16	17	18	19	20	21	
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31							SEPTEMBER							OCTOBER							
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## 1919

JANUARY							MAY							SEPTEMBER											
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